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| ***Mon*** | ***File*** | ***Language Learning*** | | | | ***Skills Building*** | | | | | **Competencies / Project**  **Designing an advertising**  **Leaflet for a restaurant** |
| **1 It's my treat .** | **Food and Drink** | **Function** | **Grammar** | **Words and Sounds** | | **Primary Skills** | | | | **Social Skills** |
| - Making suppositions  - Seeking agreement  - Giving instructions  - Carrying out a procedure  - Asking for and giving information | - Tag questions  - The imperative (consolidation)  - Sequencers (consolidation)  - Comparatives and superlatives of adjectives (consolidation) | **Vocabulary** | **Sound System** | **Listening** | **Speaking** | **Reading** | **Writing** | - Dining out  - Talking about meal times  - Giving a recipe to a guest  - Advertising a restaurant  - Writing a letter of invitation |
| - Vocabulary related to food and eating (name of dishes cooking and eating habits)  - Vocabulary related to map reading  - Suffix **-ed** | - Silent letters  - Long and short vowel sounds **/i/ /i:/** and **/e/**  - Intonation in tag questions  - Pronunciation of suffix **-ed** | - Listening for specific information  - Listening for general ideas  - Listening for conversation | - Talking (about the origin of some foods)  - Predicting and checking predictions in spoken texts | - Reading instructions (for making pancakes)  - Predicting and checking predictions in written texts  - Distinguishing between fact and opinion (in an advert) | - Writing instructions (for a menu, a recipe…)  - Transforming a text giving advice about table manners into a set of instructions  - Reading and interpreting food labels |
| **2 You can do it** | **Citizenship – Sustainable Development** | - Expressing ability  - Expressing possibility  - Asking for and giving Permission  - Expressing agreement and disagreement | - Modals **can, may, might and could**  - Irregular forms of modals **can** and **could: am able/ will be able to**  - Modals **must/ have to** and **need to** (consolidation)  - Agreement and disagreement patterns **so can I/ neither can I/ so am I/ neither am I, so have I/ neither have I** | - Vocabulary related to technology, animal life  - Equivalents of defective verbs (modals): **allow to, permit to, capable of …**  - Prefixes: **il/ im/ in/ ir/ un/** and **dis** | - Stress in words starting with prefixes  - Weak and strong forms of auxiliaries **was/ were/ can/ do/** and **have** | - Listening to an interview  - Listening for functions (agreement and disagreement)  - Listening for intonation patterns  - Listening for specific information | - Talking about one's abilities  - Talking about possibilities  - Talking about obligations and rights | - Reading a magazine article  - Reading for specific information  - Predicting and checking predictions  - Interpreting texts with the help of illustrations | - Writing a short magazine article/ a school report  - Transposing information to a graph  - Drawing a graph  - Writing texts from a graph | - Making a survey  - Managing through conversation  - Drawing rules for a charter | **Competencies / Project**  **Making a profile of changes in**  **man's capabilities** |

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| **3 Great expectations** | **People and places** | - Predicting  - Giving information (consolidation)  - Expressing condition  - Expressing satisfaction and dissatisfaction  - Making suggestions, requests, offers, promises using **if**.  - Locating places (consolidation) | - Time clauses with **when / while / as soon as / before / after / till** and **until**  - Conditional **type 1**  - future with **will** (consolidation) | - Vocabulary related to hopes and expectations  - Vocabulary related to the U.S. educational system  - Suffixes – **er, ist, ian** and **or** | - Clusters  - Vowel sounds  //, /u:/, //, /:/, / : / and / æ/  - Intonation in **WH** questions  (consolidation) | - Listening for specific information  - Listening to a talk  - Listening for general ideas  - recognising tone in speech | - Making a short class presentation  - Talking about one's expectations  - recognising tone in speech | -Reading for specific information (CD jacket)  - Reading for general ideas (song)  - Recognising features of a song  - Guessing meaning from context  - Recognising tone in written texts | - Transferring information (from oral script to map and from map to speech)  - Transforming prose into song  - Summarising  - Writing about contingency plans  - Writing about one's expectations | - Acting as a tourist guide  - Making decisions for the future  - Planning an excursion  - Drawing a road map  - Making a fact file | **Competencies / Project**  **Arranging a conference** |
| **4 Then and now** | **Customs and mores** | - Remembering  - Expressing surprise and interest  - Asking for and giving information  - Describing people (consolidation) | - The simple past tense (consolidation)  - The semi modal **used to**  - Relative pronouns **which, who, where, whose, that**  - Time sequencers (consolidation) | - Vocabulary related to old crafts, antiques, history, geography … | - Diphthongs  - Triphthongs | - Listening to a radio interview  - Listening for specific information  - Listening to a lecture  ( making notes ) | - Coping with interruptions in a conversation  - Asking for clarification  - Correcting oneself  - Doing a class presentation  - Speaking form notes | - Reading a letter of opinion  - Recognising important information in a text  - Deducing the meaning of words from context  - Recognising organisational patterns in written texts  ( listing ) | - Avoiding repetition in writing  - Writing from notes  - Writing a short biography  - Writing about one's reminiscences | - Writing a letter of opinion for publication  - Solving riddles  - Singing  - Making connections between the present and the past  - Making a fact file | **Competencies / Project**  **Making a differences poster** |

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| **5 Dreams, dreams …** | **Cultural exchanges** | - Expressing uncertainty  - Expressing remote possibility  - Seeking and giving advice  - Asking for and giving recommendations  - Making suggestions  - Giving warnings  - Stating possible options | - Conditional **type 2**  - Modal **might If I were** … **would** and **could** in recommendations (I'd really recommend/ recommend…)  - Superlatives of adjectives  ( consolidation ) | - Vocabulary related to travel / tourism  - Money matters  - Jobs and careers | - Intonation in questions  - Intonation : **yes** (query, doubt, assertion)  - Stress shift in words such as **increase** (noun) and **increase** (verb) | - Listening for gist  - Listening for general ideas  - Listening to a radio interview | - Using hesitation devices  - Talking (host and guest in a quiz show  - Talking (passenger- taxi- driver)  - Talking (customer- travel agent) | - Reading an  e-mail  - Reading a note  - Reading a Guinness page  - Reading a newspaper article  - Making hypotheses  - Recognising organisational patterns in written texts  - Organising argument in writing | - Writing letters to ask for and give advice  - Using link words such as **in addition, as a result** …  - Completing a letter of opinion | - Recording interviews and writing transcripts  - Advising in speech and writing  - Managing through conversation | **Competencies / Project**  **Laying out a newspaper problem page** |
| **6 Fact and fiction** | **Arts and sciences** | - Narrating  ( consolidation )  - Reporting  - Expressing interest and surprise  - Comforting and re-assuring | - The past simple tense  ( consolidation )  - The present perfect tense  ( consolidation )  - The past continuous tense  ( consolidation )  - Interrupted past actions with **when, while** and **as** | - Vocabulary related to old crafts, antiques, history, geography …  - Word formation : suffix – **tion** | - Stress in words ending with suffix – **tion**  - Intonation in questions expressing surprise and interest  - Stress shift in word ending with suffix – **tion**  - Vowels /e/ and /æ/  - Weak and strong forms of auxiliary **to be** | - Listening to an interview  - Listening for conversation  - Listening for specific information | - Talking about personal experience  - Talking about an accident  ( Eyewitness- policeman / journalist ) | - Reading a newspaper article  - Making inferences from a written text  - Making and checking narrative predictions  - Reading and interpreting a brainteaser | - Writing a sequel to a fairy tale  - Editing (Punctuation and capitalisation)  - Writing a note about an unlucky day  - Transforming newspaper heading into full sentences  - Writing a newspaper article about an accident | - Sympathising  in conversation  - Writing a letter of condolences  - Writing a letter of congratulations  - Writing an obituary notice  - Drawing lessons for life (morals) from tales  - Recording a folktale and telling it in English  - Reporting on an accident | **Competencies / Project**  **Making a scrapbook** |